

# WRITING PROGRESS TRACKER

## Master EYES: Exceeding

Across a range of pieces and in other areas of the curriculum:

**M1. My writing is varied and interesting and I have a confident and established voice in both fiction and non-fiction.**

**M2. I am beginning to select the appropriate style for a range of text types.**

**M3. I can use a more formal style where appropriate.**



### Your Targets



Emerging



Expected

1. I can plan by noting down and developing my ideas before writing the text in full.

2. I can proof read and edit my work to improve the accuracy and impact of it.

3. I can use verb tenses correctly throughout a piece of writing.

I can show some use of:

- a) past perfect tense,
- b) present perfect tense,
- c) future perfect tense.

4. I can vary sentence length and word order to sustain interest (e.g. *"Having achieved your goals at such an early age, what motivates you to continue? Why fight on?"*)

5. I can integrate dialogue to convey character.

6. I use relative clauses beginning with who, which, where, when, whose, that. (e.g. *My brother, who was usually mean to me, gave me his sweets.*)

7. I can use modal verbs (e.g. *might, should, will, must*) or adverbs (e.g. *perhaps, surely*) to show degrees of possibility.

8. I can use adverbials to create cohesion within and across sentences and paragraphs:

- a) time (e.g. *later*)
- b) place (e.g. *nearby*)
- c) number/order (e.g. *secondly*)

9. I can use colons to introduce a list.

10. I can use brackets, dashes or commas to give extra information, mostly correctly.

11. I can use layout devices to structure text (e.g. headings, sub-headings, columns, bullets, tables).

12. I can select from a wide range of known imaginative and ambitious vocabulary and use precisely (should be words that are not usually used by a child of that age).

13. I can spell more than half of the YR 5/6 list.

14. I can write legibly and fluently at speed.

